

Y8 English Curricular Map Overview 2017

| Y8                                       | AUT1 (LW)   | AUT2 (JW)   | SPR1 (SR)  | SPR2 (JW)  | SMR1 (SR/LR)  | SMR2 (JW)   |
|--|---|---|--|--|---|---|
|  | DRAMA   | PROSE   | POETRY   | DRAMA (Modern)   | LANG EXAM SKILLS / NON-FICTION TEXTS  | PRE 1914 NOVEL  |
| <b>READING</b>                           | <p><b>Focus</b><br/>Shakespeare play (link to last term of Y7). MSND, Hamlet or Henry V.<br/>Accelerated Reader<br/><u>Alphas &amp; As</u><br/>Whole story plus key scenes<br/><u>Bs</u><br/>Prediction &amp; summarising of story - plus intro to S's language<br/><b>ASSESSMENT En2</b><br/>P.E.E. on selected scenes<br/><u>Bs</u>: study on character/s<br/>REVIEW TIME</p> | <p><b>Focus</b><br/>Modern Literary Heritage short stories: Hemingway; Dahl; DH Lawrence; F Brown; H Slesar.<br/>Accelerated Reader<br/><u>Alphas &amp; As</u><br/>Novella<br/><u>Bs</u><br/>Short story (TBA)<br/><b>ASSESSMENT En2</b><br/>Literature essay / P.E.E.<br/>REVIEW TIME</p>  | <p><b>Focus</b><br/>Poems from Different Cultures<br/>Accelerated Reader<br/><u>Alphas &amp; As</u><br/>Legacy AQA Anthology<br/><u>Bs</u><br/>Agard &amp; Nicholls<br/><br/><b>ASSESSMENT En2</b><br/>Comparative P.E.E.<br/>REVIEW TIME</p>                            | <p><b>Focus</b><br/>Under Milkwood extracts.<br/>Accelerated Reader<br/><u>Alphas &amp; As</u><br/>Writing a play for voices:<br/>Description of Llaregyb; Mr &amp; Mrs Owen: Polly Garter<br/><u>Bs</u><br/>Storyboard / Writing a play for voices<br/>Descrip. Llaregyb; Mr &amp; Mrs Pugh<br/><b>ASSESSMENT En2</b><br/>Re-creating a play for voices<br/>REVIEW TIME</p> | <p><b>Focus</b><br/>Travel writing / journalism<br/>Accelerated Reader<br/>Comparing 2 articles<br/><u>Alphas &amp; As</u><br/>Range of travel writing texts<br/><u>Bs</u><br/>2 short travel texts<br/>Comparing 2 texts<br/><br/><b>ASSESSMENT En2</b><br/>End of year exam<br/>REVIEW TIME</p> | <p><b>Focus</b>: Introduction to Dickens' world.<br/>Accelerated Reader<br/><u>Alphas &amp; As</u><br/>2 extracts from Great E or Oliver Twist. Exploration of D's descriptions.<br/><u>Bs</u><br/>1 short extract from Great E or Oliver Twist. Storyboard of D's descriptions.<br/><b>ASSESSMENT En2</b><br/>REVIEW TIME</p>            |
| <b>WRITING (linked to reading focus)</b> | <p><b>Focus</b> (linked to Reading Focus)<br/>A character's reflections<br/><u>Alphas &amp; As</u><br/>Character's monologue<br/><u>Bs</u><br/>Predicting &amp; summarising how a character would behave<br/><br/><b>ASSESSMENT En3</b><br/>Writing from a character's perspective on the events in the play.<br/>REVIEW TIME</p>   | <p><b>Focus</b> (linked to Reading Focus)<br/>Article for a tourist agency on a place from the novel (using historical context)<br/><u>Alphas &amp; As</u><br/>Article – writing to inform and persuade<br/><u>Bs</u><br/>Describing a local place &amp; encouraging people to visit its attractions.<br/><b>ASSESSMENT En3</b><br/>Writing to inform and persuade.<br/>REVIEW TIME</p> | <p><b>Focus</b> (linked to Reading Focus)<br/>How writers express ideas in poetry.<br/><u>Alphas &amp; As</u><br/>Writing your own shape poem<br/><u>Bs</u><br/>Writing your own poem on the theme of spring.<br/><b>ASSESSMENT En3</b><br/>Own poem<br/>REVIEW TIME</p> | <p><b>Focus</b><br/>Re-creating a short play in the style of Under Milkwood.<br/><u>Alphas &amp; As</u><br/>Write and perform a short play<br/><u>Bs</u><br/>Write and perform a short dialogue.<br/><br/><b>ASSESSMENT En3 / En1</b><br/>REVIEW TIME</p>  | <p><b>Focus</b> (linked to Reading Focus)<br/>Writing to inform / describe<br/><u>Alphas &amp; As</u><br/>Writing to inform / describe<br/><u>Bs</u><br/>Writing to inform / describe<br/><br/><b>ASSESSMENT En3</b><br/>End of Year exam<br/>REVIEW TIME</p>                                     | <p><b>Focus</b> Project on Dickens' life, his inspirations and passions.<br/><u>Alphas &amp; As</u><br/>Brochure / presentation for French students learning about Dickens<br/><u>Bs</u><br/>Presentation on Dickens life and one of his novels.<br/><br/><b>ASSESSMENT En3 / En 1</b><br/>Presentation and brochure.<br/>REVIEW TIME</p> |
| <b>SPAG</b>                              | <p><u>Alphas/As</u>: Figurative language. Blank verse?<br/><br/><u>Bs</u>: Similes<br/><br/><u>Spelling Bees for all groups</u>: Use both Y5/6 lists &amp; KS3 lists.</p>   | <p><u>Alphas/As</u>: Compound and complex sentences. S for possession.<br/><u>Bs</u>: Use of commas and semi-colons to create a range of sentence structures. S for possession.<br/><u>Spelling Bees for all groups</u>: Use both Y5/6 lists &amp; KS3 lists.</p>   | <p><u>Alphas/As</u>: Developing the use of a sophisticated vocabulary.<br/><br/><u>Bs</u>: Effective description.<br/><u>Spelling Bees for all groups</u>: Use both Y5/6 lists &amp; KS3 lists.</p>  | <p><u>Alphas/As</u>: Revision past tenses – simple past, present perfect &amp; past continuous.<br/><u>Bs</u>: Revision of present tense vs simple past tense. Irregular verbs.<br/><u>Spelling Bees for all groups</u>: Use both Y5/6 lists &amp; KS3 lists.</p>  | <p><u>Alphas/As</u>: Discursive markers, modal verbs (should, would, might, may, could etc.)<br/><br/><u>Bs</u>: Conjugation of irregular verbs cont.<br/><u>Spelling Bees for all groups</u>: Use both Y5/6 lists &amp; KS3 lists.</p>   | <p><u>Alphas/As</u>: Review of figurative language; intro to verbal irony (?)<br/><br/><u>Bs</u>: Review of homophones. Review similes; consolidate metaphors<br/><u>Spelling Bees for all groups</u>: Use both Y5/6 lists &amp; KS3 lists.</p>   |

CONTENT: The new KS3 English curriculum states that students should be taught both pre1914 and contemporary literature (prose, poetry, drama); 2 Shakespeare plays; seminal world literature.  
SPAG: The new NC 2013 gives details of SPAG skills to be taught at KS2. These are detailed and ambitious. The advice is to consolidate these skills at KS3. See attached docs.  
N.B. ACCELERATED READER will be an integral part of the Y8 English curriculum.

## **SPELLING, PUNCTUATION & GRAMMAR Y7**

### Spellings Y3 & 4

accident(ally)  
circle actual(ly)  
complete  
address  
consider  
answer  
continue  
appear  
decide  
arrive  
describe  
believe  
different  
bicycle  
difficult  
breath  
disappear  
breathe  
early  
build  
earth  
busy/business  
eight/eighth  
calendar  
enough  
caught  
exercise  
centre  
experience  
century  
experiment  
certain extreme  
famous

island  
favourite  
knowledge  
February  
learn  
forward(s)  
length  
fruit  
library  
grammar  
material  
group  
medicine  
guard  
mention  
guide  
minute  
heard  
natural  
heart  
naughty  
height  
notice  
history  
occasion(ally)  
imagine  
often  
increase  
opposite  
important  
ordinary  
interest  
particular

peculiar  
perhaps  
popular  
position  
possess(ion)  
possible  
potatoes  
pressure  
probably  
promise  
purpose  
quarter  
question  
recent  
regular  
reign  
remember  
sentence  
separate  
special  
straight  
strange  
strength  
suppose  
surprise  
therefore  
though/although  
thought  
through  
various  
weight  
woman/women

## Y8 English Curricular Map Overview 2017

### Spellings Y5 & 6

accommodate

accompany

according

achieve

aggressive

amateur

ancient

apparent

appreciate

attached

available

average

awkward

bargain

bruise

category

cemetery

committee

communicate

community

competition

conscience\*

conscious\*

controversy

convenience

correspond

criticise (critic + ise)

curiosity

definite

desperate

determined

develop

dictionary

disastrous

embarrass

environment

equip (-ped, -ment)

especially

exaggerate

excellent

existence

explanation

familiar

foreign

forty

frequently

government

guarantee

harass

hindrance

identity

immediate(ly)

individual

interfere

interrupt

language

leisure

lightning

marvellous

mischievous

muscle

necessary

neighbour

nuisance

occupy

occur

opportunity

parliament

persuade

physical

prejudice

privilege

profession

programme

pronunciation

queue

recognise

recommend

relevant

restaurant

rhyme

rhythm

sacrifice

secretary

shoulder

signature

sincere(ly)

soldier

stomach

sufficient

suggest

symbol

system

temperature

thorough

twelfth

variety

vegetable

vehicle

yacht

## Grammar & punctuation

| Word   | Sentence  | Text  | Punctuation   | Terminology  |
|--|---|---|---|--|
| <p>Formation of nouns using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman)</p> <p>Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling appendix.)</p> <p>Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs</p>                    | <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> | <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>                               | <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling</p> | <p>noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>  |
| <p>Formation of nouns using a range of prefixes, such as super–, anti–, auto–</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)</p> | <p>Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)</p>   | <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play)</p> | <p>Introduction to inverted commas to punctuate direct speech</p>   | <p>adverb, preposition<br/>conjunction<br/>word family, prefix<br/>clause, subordinate clause<br/>direct speech</p> <p>consonant, consonant letter<br/>vowel, vowel letter<br/>inverted commas (or ‘speech marks’)</p> |

– Y8 ENGLISH CURRICULAR MAP – YEARLY OVERVIEW 2017/18

| Word   | Sentence   | Text  | Punctuation  | Terminology  |
|--|--|---|--|--|
| <p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> | <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials</p> <p>(e.g. Later that day, I heard the bad news.)</p> | <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>   | <p>Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")</p> <p>Apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)</p> <p>Use of commas after fronted adverbials (e.g. <b>As soon as he could</b>, Tom jumped off the train)</p> | <p>determiner<br/>pronoun, possessive pronoun, adverbial</p>   |
| <p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</p> <p>Verb prefixes (e.g. dis-, de-, mis-, over- and re-)</p>   | <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p>                  | <p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p> | <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>   | <p>modal verb, relative pronoun<br/>relative clause<br/>parenthesis, bracket, dash<br/>cohesion, ambiguity</p> |

| Word  | Sentence   | Text   | Punctuation   | Terminology  |
|---|--|--|---|--|
| <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover; ask for – request; go in – enter)</p> <p>How words are related by meaning as synonyms and antonyms (e.g. big, large, little).</p> | <p>Use of the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)</p> | <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> | <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p> | <p>subject, object<br/>active, passive<br/>synonym, antonym<br/>ellipsis, hyphen, colon, semi-colon, bullet points</p> |